

Springfield Elementary

2741 Clover Street
Charleston, SC 29414

Grades	PK-4 Elementary School	
Enrollment	368 Students	
Principal	Dr. Jaqueline Dingel	843-763-1538
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	843-760-2635

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
4	49	33	2	0

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Below Average	N/A
2003	Good	Below Average	Yes
2004	Good	Below Average	Yes
2005	Good	Below Average	Yes

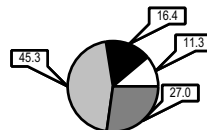
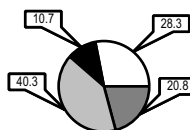
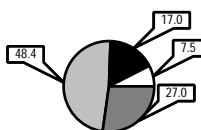
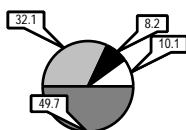
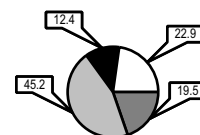
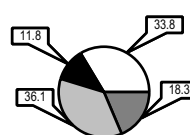
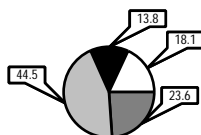
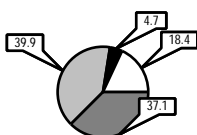
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

93.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	179	100.0	10.1	32.1	49.7	8.2	68.6	Yes	Yes
Gender									
Male	99	100.0	12.4	37.1	47.2	3.4	65.2		
Female	80	100.0	7.1	25.7	52.9	14.3	72.9		
Racial/Ethnic Group									
White	112	100.0	3.0	27.7	58.4	10.9	79.2	Yes	Yes
African American	57	100.0	26.0	38.0	34.0	2.0	48.0	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	164	100.0	6.9	32.6	52.1	8.3	72.9		
Disabled	15	100.0	40.0	26.7	26.7	6.7	26.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	179	100.0	10.1	32.1	49.7	8.2	68.6		
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	173	100.0	10.3	31.4	50.0	8.3	68.6		
Socio-Economic Status									
Subsidized meals	71	100.0	23.3	28.3	48.3	0.0	61.7	Yes	Yes
Full-pay meals	108	100.0	2.0	34.3	50.5	13.1	72.7		

Mathematics – State Performance Objective = 36.7%									
All Students	179	100.0	7.5	48.4	27.0	17.0	67.3	Yes	Yes
Gender									
Male	99	100.0	11.2	46.1	25.8	16.9	68.5		
Female	80	100.0	2.9	51.4	28.6	17.1	65.7		
Racial/Ethnic Group									
White	112	100.0	2.0	41.6	34.7	21.8	77.2	Yes	Yes
African American	57	100.0	20.0	60.0	16.0	4.0	48.0	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	164	100.0	4.9	49.3	27.1	18.8	68.8		
Disabled	15	100.0	33.3	40.0	26.7	0.0	53.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	179	100.0	7.5	48.4	27.0	17.0	67.3		
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	173	100.0	7.7	48.1	27.6	16.7	67.3		
Socio-Economic Status									
Subsidized meals	71	100.0	16.7	60.0	16.7	6.7	53.3	Yes	Yes
Full-pay meals	108	100.0	2.0	41.4	33.3	23.2	75.8		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	179	100.0	28.3	40.3	20.8	10.7	31.4
Gender							
Male	99	100.0	29.2	41.6	20.2	9.0	29.2
Female	80	100.0	27.1	38.6	21.4	12.9	34.3
Racial/Ethnic Group							
White	112	100.0	18.8	40.6	24.8	15.8	40.6
African American	57	100.0	48.0	40.0	10.0	2.0	12.0
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	164	100.0	25.0	43.1	20.8	11.1	31.9
Disabled	15	100.0	60.0	13.3	20.0	6.7	26.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	179	100.0	28.3	40.3	20.8	10.7	31.4
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	173	100.0	27.6	41.0	20.5	10.9	31.4
Socio-Economic Status							
Subsidized meals	71	100.0	43.3	36.7	15.0	5.0	20.0
Full-pay meals	108	100.0	19.2	42.4	24.2	14.1	38.4

Social Studies							
All Students	179	100.0	11.3	45.3	27.0	16.4	43.4
Gender							
Male	99	100.0	12.4	43.8	24.7	19.1	43.8
Female	80	100.0	10.0	47.1	30.0	12.9	42.9
Racial/Ethnic Group							
White	112	100.0	7.9	37.6	33.7	20.8	54.5
African American	57	100.0	20.0	58.0	16.0	6.0	22.0
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	164	100.0	10.4	44.4	27.8	17.4	45.1
Disabled	15	100.0	20.0	53.3	20.0	6.7	26.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	179	100.0	11.3	45.3	27.0	16.4	43.4
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	173	100.0	11.5	44.9	27.6	16.0	43.6
Socio-Economic Status							
Subsidized meals	71	100.0	18.3	56.7	20.0	5.0	25.0
Full-pay meals	108	100.0	7.1	38.4	31.3	23.2	54.5

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	141	99.3	9.7	33.1	48.3	9.0	57.2
	4	145	99.3	13.6	39.0	42.9	4.5	47.4
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	80	100.0	5.5	28.8	57.5	8.2	65.8
	4	83	100.0	15.7	38.6	40.0	5.7	45.7
	5	9	100.0	I/S	I/S	I/S	I/S	I/S
	6	7	100.0	I/S	I/S	I/S	I/S	I/S
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	141	99.3	11.0	54.5	26.2	8.3	34.5
	4	145	100.0	20.0	45.8	20.0	14.2	34.2
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	80	100.0	5.5	52.1	28.8	13.7	42.5
	4	83	100.0	11.4	45.7	24.3	18.6	42.9
	5	9	100.0	I/S	I/S	I/S	I/S	I/S
	6	7	100.0	I/S	I/S	I/S	I/S	I/S
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	80	100.0	30.1	41.1	24.7	4.1	28.8
	4	83	100.0	28.6	41.4	15.7	14.3	30.0
	5	9	100.0	I/S	I/S	I/S	I/S	I/S
	6	7	100.0	I/S	I/S	I/S	I/S	I/S
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
2005	8							
	3	80	100.0	8.2	50.7	24.7	16.4	41.1
	4	83	100.0	12.9	44.3	30.0	12.9	42.9
	5	9	100.0	I/S	I/S	I/S	I/S	I/S
	6	7	100.0	I/S	I/S	I/S	I/S	I/S
2005	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 368)				
First graders who attended full-day kindergarten	75.7%	Down from 95.8%	100.0%	100.0%
Retention rate	1.9%	Down from 2.6%	3.0%	3.0%
Attendance rate	96.0%	Down from 96.9%	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.6%	Down from 5.0%	4.1%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.6%	Down from 4.7%	3.2%	3.2%
Eligible for gifted and talented	12.1%	Down from 16.7%	14.9%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.0%	Down from 5.8%	8.8%	8.2%
Older than usual for grade	0.3%	Down from 0.7%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 35)				
Teachers with advanced degrees	48.6%	Down from 49.2%	53.3%	52.6%
Continuing contract teachers	71.4%	Down from 84.7%	85.7%	83.3%
Highly qualified teachers	90.9%	Up from 83.7%	93.6%	93.5%
Teachers with emergency or provisional certificates	13.3%	Up from 5.7%	0.0%	0.0%
Teachers returning from previous year	71.6%	Down from 85.5%	88.4%	87.0%
Teacher attendance rate	96.2%	Up from 95.0%	95.1%	95.0%
Average teacher salary	\$41,356	Down 0.7%	\$41,876	\$41,703
Prof. development days/teacher	13.9 days	Down from 14.3 days	13.1 days	12.8 days
School				
Principal's years at school	16.0	Up from 15.0	5.0	4.0
Student-teacher ratio in core subjects	24.9 to 1	Up from 20.7 to 1	19.0 to 1	18.8 to 1
Prime instructional time	91.3%	Up from 91.0%	89.9%	89.8%
Dollars spent per pupil*	\$4,700	Up 5.0%	\$6,063	\$6,242
Percent of expenditures for teacher salaries*	72.4%	Up from 70.9%	67.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	90.5%	Down from 99.0%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Located in the heart of the Ashley River historical district, Springfield Elementary School is a quaint neighborhood school that is committed to increasing student achievement for all students. Highly qualified teachers differentiate instruction to meet the needs and learning styles of each child. Springfield continues to achieve performance excellence by supporting the district's initiatives outlined in The Charleston Plan for Excellence. Teachers collaborate to improve instruction, implement inclusion, and to form the successful culture of the school, creating a constructive professional learning community.

As a Showcase Technology School, Springfield integrates cutting-edge technology with Charleston's Coherent Curriculum. Each classroom is equipped with four desktop computers, a projection device, and a laptop computer for instruction. Classes rotate to two open access labs throughout the week that each house 30 desktop computers, a Smart Board, and a networked printer. The music curriculum contains a state-of-the-art Yamaha Music in Education Lab. Electronic drawing tablets assist with technology integration in art, and heart rate monitors are used in physical education in accordance with state standards. Fundraising efforts have provided a new technology exploration lab that includes an Elmo camera, digital video camera station, a SmartBoard, scanner and voice recording stations, audio enhancement, book binding, and a network printer to increase student achievement.

At Springfield, students come first!

Jacqueline Dinge
Principal

Kristen Brittingham
School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	23	65	25
Percent satisfied with learning environment	95.7%	75.4%	88.0%
Percent satisfied with social and physical environment	100.0%	76.6%	84.0%
Percent satisfied with school-home relations	91.3%	79.7%	80.0%

*Only students at the highest elementary school grade level at this school and their parents were included.